A STUDY OF SOME NEEDS FOR GUIDANCE

As Found Among a Group of 481 Ninth Grade Pupils
In the Quincy Junior High School During the
School Year 1944-1945

BY

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Introductory Statement

The present field study undertakes to survey some needs for guidance of the ninth grade pupils in the Quincy, Illinois Junior High School during the school year 1944-1945. This particular problem was selected because the writer felt that such a study would throw added light on the guidance problems of the pupils under his supervision.

The literature in the field of guidance includes many discussions of the meaning, the purposes, and the need for guidance. One may readily find discussions of guidance practices in various schools and communities. Much space in guidance literature has been devoted to reports of case studies and clinical analyses in which guidance procedures are emphasized. And there are also some studies in which the needs of entire groups, rather than the needs of selected cases, are surveyed.

However, since there are so few studies of this latter type, it seemed appropriate to undertake a study of some of the guidance problems of a group of several hundred pupils, constituting the total ninth grade enrollment of a mid-western junior high school.

The Problem

Although it is now generally recognized that school pupils need guidance, relatively little consideration has been given to studies of total specific needs which exist within a particular group of pupils. With this in mind the present study undertakes to ascertain which of the 481 pupils studied, and also what proportions of the pupils, seemed to be in special need of guidance because:

They were doing failing work or appeared not to be living up to their capabilities.

They appeared not to be in good health, or to be engaging in undesirable practices with respect to sleeping and eating.

Their teachers judged that they were unhappy, nervous, not well-adjusted emotionally, or not well-adjusted to fellow-pupils.

They were looking forward to vocations for which they appeared not to be well-equipped.

Their teachers judged that they were not good citizens in the school.

Their teachers judged that they were not well-adjusted socially in the school.

One or both parents were absent from the home permanently, temporarily, or partially.

Their recreational activities appeared not to be appropriate.

They had had some significant contact with the police department, or were judged by their teachers not to be of good character.

Sources of Data

Data were obtained from six major sources: tests administered to the pupils; information forms filled out by the pupils; information forms filled out by the classroom teachers and home room teachers; school records of scholarship, attendance, enrollment, daily programs, etc.; the records of the Quincy Police Department; and the clinical findings of the Institute of Juvenile Research of the Illinois Department of Public Welfare.

The tests, which were administered during the autumn, were: the Henmon-Nelson Test of Mental Ability, Form A, High School Examination (Grades 7-12); the Progressive Achievement Tests-Intermediate Battery (Grades 7, 8, and 9) Form A; the California Test of Personality, Intermediate, Form A (Grades 7-10); and the M. R. Harrower-Erickson and M. E. Steiner, Large Scale Rorschach Techniques.

The pupils' information forms, comprising four pages, provided a large amount of data pertaining to the pupil, his family, his educational plans, his practices with respect to eating and sleeping, his health, his social and recreational life, his civic responsibilities, his present job, his vocational plans, etc. Of the 481 pupils who were enrolled at any time during the school year, information forms were obtained from all but 35. Most of these 35 pupils entered very late or left very early.

The classroom teachers' information forms provided data indicating "yes," "no," and "in doubt" judgments with respect to the mental health, citizenship, scholastic effort, physical health, character, and special talent of each pupil in his classes. An average of six classroom teachers' information forms was received for each pupil. The home room teachers' information forms provided similar data for each of his home room pupils plus additional information bearing on economic status and social and recreational life.

The office of the Matron of the Quincy Police Department was a source of data relative to the special need, in the case of some pupils, for guidance in the moral and ethical area.

The Institute of Juvenile Research of the Illinois Department of Public Welfare provided psychiatric examinations for three pupils whose maladjustments were so serious that such special individual attention seemed appropriate.

Plan of Treatment

Although it is recognized that each individual must be considered, for guidance purposes, as a total personality and not as a mere summation of separate parts, it is also felt that it is helpful to consider the several aspects of guidance separately. An analysis of the literature revealed that the following eight aspects of guidance might be designated: educational, physical health, mental health, vocational, citizenship, social, recreational, and moral and ethical. These eight areas were examined in terms of the data which would be needed to develop and carry on a study of this type. The sources of data already available were surveyed and the forms needed for the gathering of additional data were devised. Master sheets were prepared upon which all data were assembled and allocated to the eight areas of guidance. All of the assembled data in each of the eight areas were analyzed and classified in order that these clues to the special guidance needs of the pupils might be surveyed.

Criteria, indicating when a pupil was considered, for the purposes of this study, to be in special need of guidance, were set up in each of the eight areas. The clues, indicating special needs for guidance in each area, were analyzed and outlined successively in the order indicated above. The pupils who appeared to be in special need of guidance with respect to each characteristic were designated and the percentage of pupils who appeared to be in such special need determined.

Seventeen case studies, one or more in each area, were developed in which all available data bearing on the cases were assembled.

Summary of the Findings

1. *In the Educational Area.* (a) All the ninth grade pupils were in need of educational guidance in selecting, from the available electives, their subjects for the sophomore year.

(b) The 120 pupils (26.2%) who failed to pass in one-half or more units of work were in special need of educational guidance.

(c) Eighty-nine (74.2%) of the 120 pupils who failed one-half or more units of work were in special need of educational guidance in the sense that they were judged, by fifty percent or more of their teachers, not to be living up to their capabilities.

(d) If one assumes that a pupil who received an intelligence quotient rating of 110 or higher on the Henmon-Nelson test, or a grade placement standing of 9.2 or higher on the Progressive Achievement Tests should not be doing failing work, he finds that 13 (10.8%) of the 120 failing

pupils were not living up to their capabilities in this sense and were, therefore, in need of educational guidance.

(e) If one assumes that a pupil who received an intelligence quotient rating of 90 or higher on the Henmon-Nelson test, or a grade placement standing of 8.2 or higher on the Progressive Achievement Tests should not be doing failing work, he finds that 59 (49.1%) of the 120 failing pupils were not living up to their capabilities in this sense and were, therefore, in special need of educational guidance.

(f) Fifty-one (15.1%) of the 338 pupils who passed all their subjects were in special need of educational guidance in the sense that, in the judgments of more than fifty percent of their teachers, they were not living up to their capabilities.

(g) The following four groups of passing pupils appeared not to be living up to their capabilities and, therefore, may have been in special need of educational guidance:

(1) The five pupils who received intelligence quotient ratings of 110 or higher on the Henmon-Nelson test but who were not doing work of average quality or better.

(2) The four pupils who received intelligence quotient ratings of 125 or higher on the Henmon-Nelson test but who were not doing work of good or excellent quality.

(3) The three pupils who achieved grade placement standings of from 9.2 to 10.1 on the Progressive Achievement Tests but were not doing work of average quality or better.

(4) The eight pupils who achieved grade placement standings of 10.2 or higher on the Progressive Achievement Tests but who were not doing work of good or excellent quality.

2. *In the Physical Health Area.* (a) All the ninth grade pupils were in need of physical health guidance in the sense that health is such a complicated matter and involves so many varying factors that no one ever arrives at the point where he needs no further guidance in this area.

(b) The eight pupils (1.8%) who reported that they felt "not very well" most of the time were in special need of physical health guidance.

(c) The 63 pupils (13.7%) who were judged by a majority of their teachers not to be in good health were in special need of physical health guidance.

(d) The following groups may well have been in need of special physical health guidance with respect to their sleeping practices:

(1) The 83 pupils (18.3%) who retired late or obtained less than nine hours sleep.

(2) The 30 pupils (6.6%) who retired very late, rose very early, or did not obtain nine hours of sleep.

(3) The 22 pupils (4.8%) who retired unusually late (as late as 12:45 a. m.), who rose unusually early (as early as 3 a. m.), who obtained very small total amounts of sleep (as little as 5¾ hours), or whose sleep was broken or irregular.

(4) The 12 pupils (2.7%) who reported that they did not sleep well.

(e) There was, perhaps, some need for special physical health guidance among the 29 pupils (6.4%) who did not eat three meals daily, the five (1.1%) who ate two cold meals daily, and the three (.7%) who ate no warm meals.

(f) There appeared to be a special need for physical health guidance with respect to the 82 pupils (18.1%) who had not been vaccinated for small pox, the 92 (20.3%) who had had no general physical examination, and the 93 (20.5%) who "almost never" went to the dentist.

(g) There may have been a special need for physical health guidance with respect to the 71 pupils (15.6%) who reported that they devoted less than 15 minutes per day to physical exercise.

3. *In the Mental Health Area.* (a) Forty-six pupils (10%) were in special need of mental health guidance in the sense that in each of the 46 cases there were twelve or more unfavorable teacher judgments, an average of three or more for each question, pertaining to the relative happiness of the pupil, the emotional balance of the pupil, the adjustment of the pupil to his fellows, and the absence of nervousness.

(b) It is suggested that the following pupils were perhaps in special need of mental health guidance:

(1) The 24 pupils (5.2%) who were judged by their home room teachers to be noticeably poorly dressed.

(2) The 40 (8.7%) who were judged by their home room teachers not to be accepted by the group.

(3) The 33 (7.2%) who were judged by their home room teachers to be depressed.

(4) The three pupils (.65%) who reported that they were unhappy.

(5) The 68 (15.2%) who made scores at or below the 10th percentile on the California Test of Personality.

(6) The 25 (5.1%) who made 15 or more "poor answers" on the Multiple Choice Rorschach Test.

(7) The three pupils who were examined by the psychiatric clinic

of the Institute of Juvenile Research of the Illinois Department of Public Welfare and found to be badly maladjusted emotionally.

4. *In the Vocational Area.* (a) All the ninth grade pupils were in need of vocational guidance in the sense that they should be giving attention to the selection of their future vocations.

(b) The 39 pupils (8.7%) who had given very little thought to their vocational plans were in special need for vocational guidance.

(c) The 118 pupils (26.5%) who had been thinking about their vocational plans in a general way, but who had no idea concerning the type of work to be undertaken, needed guidance in selecting an appropriate vocation.

(d) The 79 pupils (17.7%) who had been interested in two or more vocations for which they appeared to be fairly well qualified needed guidance in selecting an appropriate vocation, either from the ones in which they had been interested or from others in which they had not yet felt an interest.

(e) The 34 pupils (7.6%) who had been interested in two or more vocations for which they appeared not to be fairly well qualified needed guidance in transferring their interests to more appropriate vocations and in selecting from these an appropriate vocation.

(f) Each of the 143 pupils (32.1%) who had selected a vocation for which he appeared to be fairly well qualified was in need of vocational guidance in the sense that he needed to give some thought from time to time to the question of whether or not he had chosen an appropriate vocation, and also to consider, as time went on, changes within himself, changes in the vocational situation with respect to the field of his choice, and changes in circumstances which would affect his choice of a vocation.

(g) Each of the 33 pupils (7.4%) who had selected a vocation for which he appeared not to be fairly well qualified needed guidance in transferring his interest to a more appropriate vocational choice.

5. *In the Citizenship Area.* (a) It is suggested that the following groups of pupils perhaps were in special need of citizenship guidance:

(1) The 108 pupils (23.9%) concerning whom three or more teachers judged either that they were not good citizens in the school or that there was some doubt about their citizenship qualities.

(2) The 22 boys and nine girls (6.9%) who were judged by their home room teachers to be "dirty or untidy."

(3) The 41 pupils (9.1%) who read no newspaper daily and the 103 pupils (22.8%) who did not listen to the news over the radio daily, providing they were not keeping themselves informed in some

other manner concerning current happenings. Perhaps the need was greatest in the case of the 23 pupils (5.1%) who neither listened to the news over the radio nor read the newspaper daily.

(4) The 31 boys and 14 girls (9.9%) who reported that they spent no time helping with home duties, and the 45 boys and 23 girls (15.0%) who reported that they spent less than one-half hour daily helping at home.

(5) The 38 pupils (8.4%) concerning whom five or more teachers judged that they were not of good character, or indicated some doubt in this respect.

6. *In the Social Area.* (a) All the ninth grade pupils were in need of social guidance in the sense that our present society is so complex that it is hardly conceivable that any ninth grade boy or girl would be able to develop socially in a satisfactory manner without guidance.

(b) It is suggested that the following groups of pupils perhaps were in need of special social guidance as indicated by the judgments of their teachers:

(1) The 105 pupils (24.2%) who were judged by three or more of their teachers not to be well-adjusted to their fellow pupils or to be in a doubtful status in this respect.

(2) The 45 (10.3%) who, in the judgments of their home room teachers, were not accepted by the group.

(3) The 106 (23.8%) who were judged by their home room teachers not to be socially adequate in their school relationships.

(4) The 137 (30.8%) who were judged by their home room teachers not to be participants in the social life of the school.

(5) The 67 (15.0%) who were judged to be in an unsatisfactory economic condition, the 38 (8.5%) who appeared to be poorly dressed, and the 37 (8.4%) who appeared to be dirty or untidy or in a doubtful status in this respect.

(c) It is suggested that the following pupils were perhaps in special need of social guidance as indicated by data obtained from the pupils:

(1) The 83 pupils (18.6%) one or both of whose parents were missing from the home.

(2) The 78 (17.5%) whose mothers worked during the late afternoon or evening.

(3) The 62 (30.7% of those employed) who worked 20 or more hours per week; the 53 (26.2% of those employed) who worked from 10 to 20 hours per week.

(4) The 146 (33.4%) who reported that they very seldom went to parties or dances.

(5) The 50 (11.1%) who ranked at or below the 10th percentile on the California Test of Personality.

7. *In the Recreational Area.* (a) Recreational guidance was needed by all the ninth grade pupils in the sense that our present society is so complex that it is hardly possible that any ninth grade pupil could adjust himself, without guidance, to the recreational aspects of his environment.

(b) It is suggested that the following groups of pupils were perhaps in special need of recreational guidance as indicated by the judgments of their teachers:

(1) The 10 pupils (2.1%) whose home room teachers judged that their recreational activities were not wholesome.

(2) The 67 (13.9%) who appeared not to be in a satisfactory economic condition.

(c) It is suggested that the following groups of pupils were perhaps in special need of recreational guidance as indicated by the data obtained from the pupils:

(1) The 57 pupils (12.6%) who attended three or more movies each week.

(2) The 73 (16.1%) who were mainly spectators insofar as recreational activities were concerned.

(3) The 136 (30%) who read comic books "regularly."

(4) The 93 (21.2%) who devoted no time to recreational reading.

(5) The 74 (16.4%) who spent more than 20 hours each week listening to the radio. (Eleven reported 55 or more hours)

(6) The 29 (6.5%) whose fathers were dead; the 12 (2.7%) whose mothers were dead; the 33 (7.4%) whose fathers were working in other cities; the 10 (2.2%) whose mothers were living in other cities; the 21 (4.7%) whose fathers were with the armed forces; and the 78 (17.5%) whose mothers were employed until long after the close of school daily.

(7) The 115 (57% of those employed) who worked 10 or more hours per week outside of school.

8. *In the Moral and Ethical Area.* (a) The 33 boys and 15 girls (10% of the total of 481) who had had some significant contact with the city police department may have been in special need of moral and ethical guidance.

(b) The 65 (14%) who were judged by four or more of their teachers to be in an unsatisfactory or doubtful status with respect to character were perhaps in special need of moral and ethical guidance.

(c) The three pupils (#28, 139, and 328) who were examined by the

psychiatric clinic of the Institute of Juvenile Research were apparently in critical need of moral and ethical guidance.

Relationships

1. *The Relationship of the Curriculum and the Philosophy of the School to the Need for Guidance.* The present study revealed a large amount of maladjustment and an extensive need for guidance. The fact that 120 pupils (26.2%) failed to pass in one-half or more units of work and the fact that 59 pupils (13%) failed to pass in two or more units of work indicate that many pupils were not having a successful year as students.

If the curriculum and philosophy of a school are not in keeping with the abilities and needs of the pupils a lack of adjustment will result and the need for guidance will be increased. Some of the maladjustment found in the present study was doubtless due to this discrepancy. Many of the pupils probably would have carried on their work more successfully if the curriculum had been more appropriate. Extensive curriculum revision is needed. Although an ideal curriculum, an excellent philosophy, a high degree of teaching efficiency, and an excellent program of guidance would be helpful, they would still not meet all the problems adequately. The homes, and the community situation, would also have to be dealt with.

2. *The Relationship of the Home to the Need for Guidance.* Guidance is concerned with the adjustment of the individual to his environment. Any factor which tends to decrease the effectiveness of the adjustment of a pupil will increase the need for guidance. In the present study it was found that many maladjusted pupils had undesirable home situations. Good housing, good food, good clothing, and a favorable environment in the home with respect to physical health, mental health including the feeling of belonging, social and recreational facilities, and a good moral environment are conducive to good adjustment. The absence of these tends toward maladjustment. Good guidance services cannot compensate entirely for the lack of a good home. However, guidance can aid the pupil who comes from an undesirable home by helping him to evaluate his assets, analyze the problems which confront him, and make the best possible decision when confronted with two or more alternatives.

3. *The Relationship of the Community to the Need for Guidance.* The satisfactory adjustment of the pupil is affected by the resources which are available in the community. Among these are adequate housing, adequate opportunities for employment, appropriate social and recreational facilities, adequate facilities for furthering good physical

and mental health, a favorable moral and ethical environment, and adequate educational facilities. The findings of the present study indicate that adequate facilities in many of these areas were lacking. Some of the maladjustment found in the present study was doubtless due partly to inadequacies in the community facilities. Good guidance services cannot compensate entirely for these shortcomings. However, guidance can help the pupil to make the best of the situation in which he finds himself.

Suggested Measures to Be Employed in More Adequately Meeting the Needs Found in the Present Study

1. *Measures Identified with the Guidance Program of the School.* (a) It is recommended that the current guidance services of the home room teachers, classroom teachers, counselors, the principal, and others be continued and that these services be expanded and modified where necessary.

(b) It is suggested that the present allotment of seven periods weekly for counselors for guidance work be increased to twelve periods. The added time would make it possible for the counselor to know his counselees better and also to carry on more effectively the counselor's duties. He would be able to give more individual attention to the pupils referred to him by the classroom and home room teachers.

(c) It is suggested that a more effective in-service training program for counselors be established. This would consist of well-planned monthly meetings at which common plans and problems would be discussed, the objectives of the guidance program emphasized, and suggestions for improving the program outlined. It is also recommended that a guidance specialist be brought each year from some university to confer with the counselors and the other members of the faculty. Attendance at guidance conferences, professional reading in the area of guidance, and attendance at summer sessions would be encouraged.

(d) It is suggested that the man and woman who are to be counselors for the incoming 8th grade boys and girls, respectively, devote two months during the preceding summer to home visitation. In this way, after the pupil had completed the 7th grade of the elementary school, and before he entered the 8th grade of the junior high school, he and his parents would have had a personal meeting with his counselor. This plan would assist greatly in the orientation and adjustment of the pupils as they transferred from the elementary school to the junior high school.

(e) It is suggested that the counselors devote a portion of the added time, previously mentioned, in endeavoring to keep in touch with each counselee's vocational plans and in giving special attention to those who

had selected, or were interested in, inappropriate vocations. It is recommended that each classroom teacher formulate the vocational implications of his subject and, where practical, keep his pupils informed regarding the vocational opportunities related to his subject. It is also suggested that a specialist in vocational guidance be made available to assist with the development of the facilities in the vocational area.

(f) The current guidance program provides little follow-up of pupils who drop out during the ninth grade or between the ninth and tenth grades. It is suggested that a plan be devised by which all such pupils would be followed up for a period of perhaps four years, and adequate guidance provided. Such a follow-up of all pupils who drop out in the ninth grade or continue on in school would throw light not only on the effectiveness of the guidance program but also on the appropriateness of the curriculum.

(g) It is suggested that teachers and counselors be encouraged to work in close co-operation. The classroom teachers would refer cases to the counselors wherever such action seemed appropriate. Information would be transferred freely from the counselor to the classroom teacher, and from the classroom teacher to the counselor, wherever necessary. It is suggested that a handbook, "Guidance Functions of Classroom Teachers, Home Room Teachers, and Counselors," be prepared in order that each individual concerned with the guidance program might have at hand necessary significant information pertaining to his own part in the guidance program and his working relationships with others.

(h) It is suggested that several faculty meetings be devoted to a discussion of the large number of failures and the large number of pupils apparently not living up to their capabilities, in order that each teacher might become more aware of these problems and also that means for meeting them might be devised and put into effect.

(i) It is suggested that several faculty meetings each year be devoted to a discussion of the importance of good mental hygiene, factors inside and outside the classroom which are favorable and unfavorable to good mental health, and the means to be employed in providing a school environment favorable to good mental health. It is also suggested that the services of a specialist in the area of mental health be obtained for one or more of these meetings.

(j) It is suggested that the present policy be continued of endeavoring to fill each vacancy with a teacher who likes children and is able to work effectively with them — a teacher who is pupil-minded rather than subject-minded. This teacher should also be able to co-operate effectively with other school personnel.

(k) It is suggested that the elementary schools be encouraged to have as effective instructional and guidance programs as possible in order that each pupil, when he enters the junior high school, might be as well adjusted as circumstances would permit.

2. *Measures Identified with the Curriculum.* (a) It is suggested that the present required physical education classes which meet on alternate days, two periods one week and three the next, meet daily as physical education and health classes. This 100% increase in the available time in this area would make it possible to provide health instruction, a health program, and health guidance, both group and individual, which would meet many of the needs found in this study.

(b) It is recommended that special provision be made for pupils whose I. Q. ratings are approximately below 80 and whose reading rates are very low. Such a program would consist perhaps of a half day of work in reading, English, and social adjustment, with a teacher especially trained in this field, and a half day spent with the other pupils in classes such as physical education, shop, home economics, art, or music where the type of work would not be inappropriate for many of them.

(c) It is suggested that a unit in family living and in family relationships be included in the ninth grade civics course. Such a unit would give attention to the following: the meaning and importance of good mental hygiene and the means of achieving it; the status and responsibilities of each member of the family group; the function of the family in society, including a discussion of the advantages of being a member of a desirable family group; some instruction in sex education; and a discussion of social life and recreational life in the home.

(d) It is recommended that monthly "play-nites" be set up to provide social and recreational experiences, particularly for the pupils who appeared to be in special need of guidance in these areas.

3. *Measures Identified with the Community.* (a) It is suggested that the school co-operate in furthering the expansion of the services of the local Family Welfare Service to the end that the undesirable or unfavorable homes from which many of the pupils come may be improved.

(b) It is suggested that the school co-operate with other agencies in the community in establishing a child guidance clinic, staffed by a psychologist and a social psychiatric case worker, and provided with the regular services of a psychiatrist.

(c) It is suggested that the school co-operate with the other agencies in furthering the development of more adequate health services.

(d) It is suggested that the school co-operate with other agencies in furthering the development of more adequate recreational facilities.

Concluding Statement

The data assembled in the present study indicate that there was a great need for guidance among the 481 ninth grade pupils who were enrolled in the Quincy Junior High School during the school year 1944-1945. The need for guidance was evident in each of the eight areas of the study, — educational, physical health, mental health, vocational, citizenship, social, recreational, and moral and ethical. In addition to the needs for guidance which are characteristic of all well-adjusted pupils there were also very extensive needs for guidance which characterized large numbers of maladjusted pupils.

The need for guidance is caused in a considerable measure by the increasingly complex society in which we are living. A second factor is the presence of large numbers of maladjusted pupils who are the victims of undesirable parents, bad homes, and undesirable neighborhoods or unsatisfactory communities. A third factor is the inappropriate curriculum of the school. A fourth factor is the increasing effort of society to provide a fuller, richer, and happier life for everybody.

The maladjustments which characterize large numbers of our pupils cannot be dealt with satisfactorily by the school alone. However, the school can and must play a major part in the adjustment of the boys and girls who spend such a large part of their waking hours under its direction. The school can do this by providing an appropriate school curriculum and an effective guidance program and by co-operating with the community in every way possible in providing a favorable environment where all children who are born into or move into the community can grow up to be well-adjusted boys and girls.

VITA

The writer of this field study, Ronald William Clark, was born on January 1, 1903 at Chicago. He spent most of his early life at Yorkville, Illinois, the county seat of Kendall County, located fifty miles southwest of Chicago. Here he attended the public schools and was graduated from high school in 1920.

In September of 1920 Ronald Clark enrolled at the University of Illinois from which he was graduated in June of 1927 with the bachelor of science degree in education. In the meantime he had served as the upper grade teacher and principal of the Fullersburg School at Hinsdale, Illinois from 1922 to 1924, and as superintendent of the Westmont, Illinois elementary schools from 1924 until June of 1926.

In June of 1927 Ronald Clark became principal of the Webster Elementary and Junior High School in Quincy, Illinois and from 1937 until the present he has been principal of the Quincy Junior High School and Webster Elementary School.

He received the master's degree in education at the University of Chicago in 1932 and since that time has taken graduate work at the University of Illinois and at the University of Wisconsin.

An article based on his master's thesis appeared in the May, 1933 issue of the *School Review* under the title of "The Status of the Junior High School in Illinois." Ronald Clark also collaborated with Professor Glenn Blair of the University of Illinois in a study, "Personality Adjustments of Ninth Grade Pupils as Measured by the Multiple Choice Rorschach Test and the California Test of Personality," which appeared in the January, 1946 issue of the *Journal of Educational Psychology*.